

# Bethel-Hanberry Elementary

125 Boney Road  
Blythewood, South Carolina 29016

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	639 Students	
<b>Principal</b>	Felix Figueroa	803-691-6880
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-738-3236
<b>Board Chair</b>	William Flemming, Jr., DMD	803-736-0015

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	41	10	0	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Good	Yes

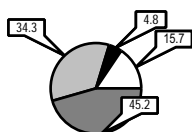
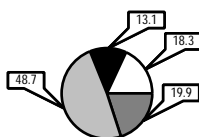
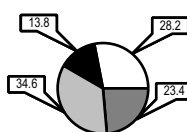
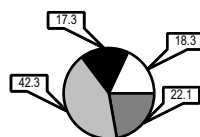
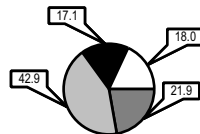
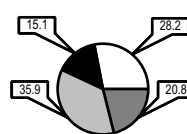
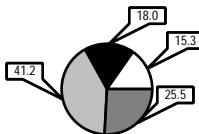
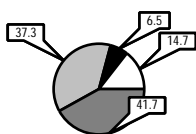
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	327	100.0	15.7	34.3	45.2	4.8	59.3	Yes	Yes
<b>Gender</b>									
Male	165	100.0	19.5	39.6	36.5	4.4	49.1		
Female	162	100.0	11.8	28.8	54.2	5.2	69.9		
<b>Racial/Ethnic Group</b>									
White	203	100.0	11.9	33.5	48.5	6.2	66.0	Yes	Yes
African American	115	100.0	21.8	37.3	39.1	1.8	47.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	302	100.0	11.1	35.4	48.3	5.2	63.2		
Disabled	25	100.0	70.8	20.8	8.3	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	327	100.0	15.7	34.3	45.2	4.8	59.3		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	325	100.0	15.4	34.4	45.3	4.8	59.5		
<b>Socio-Economic Status</b>									
Subsidized meals	117	100.0	26.6	41.3	30.3	1.8	43.1	Yes	Yes
Full-pay meals	210	100.0	9.9	30.5	53.2	6.4	68.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	327	100.0	18.3	48.7	19.9	13.1	50.6	Yes	Yes
<b>Gender</b>									
Male	165	100.0	21.4	48.4	15.7	14.5	45.9		
Female	162	100.0	15.0	49.0	24.2	11.8	55.6		
<b>Racial/Ethnic Group</b>									
White	203	100.0	13.9	46.9	21.1	18.0	58.8	Yes	Yes
African American	115	100.0	26.4	52.7	16.4	4.5	34.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	302	100.0	13.5	51.0	21.2	14.2	54.2		
Disabled	25	100.0	75.0	20.8	4.2	0.0	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	327	100.0	18.3	48.7	19.9	13.1	50.6		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	325	100.0	18.3	48.6	19.9	13.2	50.8		
<b>Socio-Economic Status</b>									
Subsidized meals	117	100.0	33.0	44.0	17.4	5.5	34.9	Yes	Yes
Full-pay meals	210	100.0	10.3	51.2	21.2	17.2	59.1		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	327	100.0	28.2	34.6	23.4	13.8	37.2
<b>Gender</b>							
Male	165	100.0	30.2	33.3	20.1	16.4	36.5
Female	162	100.0	26.1	35.9	26.8	11.1	37.9
<b>Racial/Ethnic Group</b>							
White	203	100.0	21.1	30.9	28.9	19.1	47.9
African American	115	100.0	40.0	41.8	13.6	4.5	18.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	302	100.0	24.3	35.8	25.0	14.9	39.9
Disabled	25	100.0	75.0	20.8	4.2	0.0	4.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	327	100.0	28.2	34.6	23.4	13.8	37.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	325	100.0	28.0	34.7	23.5	13.8	37.3
<b>Socio-Economic Status</b>							
Subsidized meals	117	100.0	41.3	40.4	13.8	4.6	18.3
Full-pay meals	210	100.0	21.2	31.5	28.6	18.7	47.3

<b>Social Studies</b>							
All Students	327	100.0	18.3	42.3	22.1	17.3	39.4
<b>Gender</b>							
Male	165	100.0	16.4	44.0	22.0	17.6	39.6
Female	162	100.0	20.3	40.5	22.2	17.0	39.2
<b>Racial/Ethnic Group</b>							
White	203	100.0	14.9	38.1	25.8	21.1	46.9
African American	115	100.0	24.5	50.9	14.5	10.0	24.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	302	100.0	15.6	42.4	23.3	18.8	42.0
Disabled	25	100.0	50.0	41.7	8.3	0.0	8.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	327	100.0	18.3	42.3	22.1	17.3	39.4
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	325	100.0	18.0	42.4	22.2	17.4	39.5
<b>Socio-Economic Status</b>							
Subsidized meals	117	100.0	27.5	50.5	12.8	9.2	22.0
Full-pay meals	210	100.0	13.3	37.9	27.1	21.7	48.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	108	99.1	16.8	26.2	45.8	11.2	57.0
	4	96	100.0	19.8	44.8	32.3	3.1	35.4
	5	121	100.0	19.0	43.0	35.5	2.5	38.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	110	100.0	5.8	28.8	56.7	8.7	65.4
	4	110	100.0	22.9	32.4	40.0	4.8	44.8
	5	107	100.0	18.4	41.7	38.8	1.0	39.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	108	100.0	19.4	54.6	21.3	4.6	25.9
	4	96	100.0	25.0	42.7	16.7	15.6	32.3
	5	121	100.0	17.4	43.8	24.0	14.9	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	110	100.0	11.5	74.0	10.6	3.8	14.4
	4	110	100.0	16.2	30.5	29.5	23.8	53.3
	5	107	100.0	27.2	41.7	19.4	11.7	31.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	110	100.0	20.2	51.0	22.1	6.7	28.8
	4	110	100.0	27.6	25.7	29.5	17.1	46.7
	5	107	100.0	36.9	27.2	18.4	17.5	35.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	110	100.0	12.5	47.1	29.8	10.6	40.4
	4	110	100.0	18.1	41.0	21.9	19.0	41.0
	5	107	100.0	24.3	38.8	14.6	22.3	36.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 639)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.2%	Down from 1.2%	2.1%	3.0%
Attendance rate	96.3%	Up from 95.8%	96.7%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.2%	Down from 2.2%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.9%	3.2%
Eligible for gifted and talented	24.3%	Down from 30.0%	20.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.4%	Down from 4.9%	7.3%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	61.9%	Down from 65.1%	55.0%	52.6%
Continuing contract teachers	83.3%	Down from 86.0%	86.4%	83.3%
Highly qualified teachers	92.3%	No change	94.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	78.9%	Down from 80.7%	87.1%	87.0%
Teacher attendance rate	96.1%	Up from 95.4%	95.5%	95.0%
Average teacher salary	\$41,702	Up 2.4%	\$42,836	\$41,703
Prof. development days/teacher	14.0 days	Up from 10.9 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student–teacher ratio in core subjects	20.6 to 1	Up from 19.3 to 1	20.3 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 90.7%	90.8%	89.8%
Dollars spent per pupil*	\$6,489	Up 20.3%	\$5,769	\$6,242
Percent of expenditures for teacher salaries*	66.7%	Down from 70.2%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.9%		89.4%	
Highly qualified teachers in high poverty schools	93.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bethel-Hanberry Elementary has remained focused on providing children with a rich and exciting school experience. Our constant priority is having an environment where academic achievement is the focus of our students and teachers. The support of our SIC, PTO, and Education Foundation provide us with a solid foundation on which we can continue building a positive relationship with our community which results in greater student success.

Our teachers were involved in many staff development activities which provided them with rewarding professional growth. State and district level staff development opportunities have benefited our teachers and our children have gained as a result of their commitment to professionalism.

Bethel-Hanberry continues to be a place where community and school work closely together. We were excited this year when our community and school worked together to gain Exemplary Writing School status. It was a total effort by our families and school to engage children in effective writing.

We are extremely proud that all who visit our school are truly welcomed, respected, and served. Come visit us. You are always welcome.

Dr. Felix Figueroa, Principal

Mrs. Melissa Purvis, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	97	60
Percent satisfied with learning environment	100.0%	84.0%	91.7%
Percent satisfied with social and physical environment	100.0%	84.9%	86.4%
Percent satisfied with school-home relations	100.0%	84.0%	86.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.